

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

School Results

School: Earl C McGraw School

District: RSU 22/MSAD 22

Code: 1216-1559



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Grade Level Summary Report

School: Earl C McGraw School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1559

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				103	27	26	58	56	11	11	7	7	349	145	24	54	13	8	348	13,034	18	54	18	10	346	
MATH				103	28	27	47	46	18	17	10	10	347	145	27	46	16	11	347	13,061	18	46	21	15	343	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Reading Results

School: Earl C McGraw School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1559

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

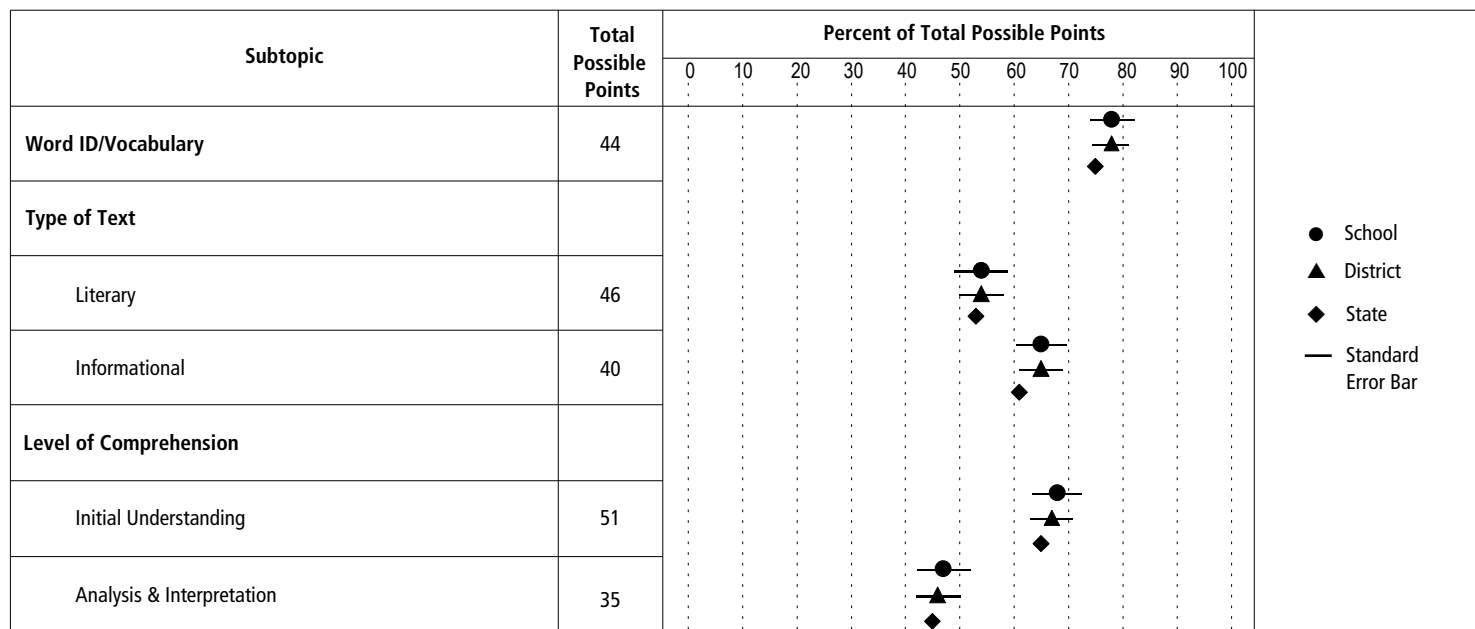
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				82	20	24	46	56	9	11	7	9	350
2010-11				85	17	20	49	58	10	12	9	11	347
2011-12				103	27	26	58	56	11	11	7	7	349
Cumulative Total				270	64	24	153	57	30	11	23	9	349
District													
2009-10				134	29	22	72	54	20	15	13	10	348
2010-11				159	27	17	93	58	22	14	17	11	346
2011-12				145	35	24	79	54	19	13	12	8	348
Cumulative Total				438	91	21	244	56	61	14	42	10	347
State													
2009-10				13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11				13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12				13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative Total				39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Disaggregated Reading Results

School: Earl C McGraw School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1559

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				103	27	26	58	56	11	11	7	7	349	145	24	54	13	8	348	13,034	18	54	18	10	346
Gender																									
Male				56	15	27	28	50	6	11	7	13	346	81	22	49	15	14	346	6,733	14	53	20	13	344
Female				47	12	26	30	64	5	11	0	0	351	64	27	61	11	2	351	6,301	22	55	16	8	348
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						107	7	58	24	11	343
Asian				3										4						205	29	47	15	9	349
Black or African American				1										2						389	7	41	23	29	337
Native Hawaiian or Pacific Islander				0										0						15	20	67	13	0	350
White				94	25	27	52	55	10	11	7	7	348	129	26	53	14	7	348	11,933	19	55	17	9	346
Two or more races				2										7						150	16	51	20	13	345
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				1										1						391	9	37	27	27	338
Former LEP student - monitoring year 1				0										0						14	36	43	21	0	353
Former LEP student - monitoring year 2				0										0						1					
All Other Students				102	27	26	57	56	11	11	7	7	349	144	24	54	13	8	348	12,628	18	55	17	10	346
IEP																									
Students with an IEP				12	0	0	3	25	2	17	7	58	329	21	0	24	29	48	331	1,927	4	29	29	38	334
All Other Students				91	27	30	55	60	9	10	0	0	351	124	28	60	10	2	351	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students				19	4	21	11	58	2	11	2	11	348	35	11	54	20	14	344	6,065	11	52	22	16	342
All Other Students				84	23	27	47	56	9	11	5	6	349	110	28	55	11	6	349	6,969	25	56	14	5	349
Migrant																									
Migrant Students				0										0						8					
All Other Students				103	27	26	58	56	11	11	7	7	349	145	24	54	13	8	348	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services				0										13	0	38	38	23	339	3,041	5	47	30	18	340
All Other Students				103	27	26	58	56	11	11	7	7	349	132	27	56	11	7	349	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan				4										4						186	14	61	16	9	346
All Other Students				99	27	27	54	55	11	11	7	7	349	141	25	53	13	9	348	12,848	18	54	18	10	346

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Mathematics Results

School: Earl C McGraw School
 District: RSU 22/MSAD 22
 State: Maine
 Code: 1216-1559

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

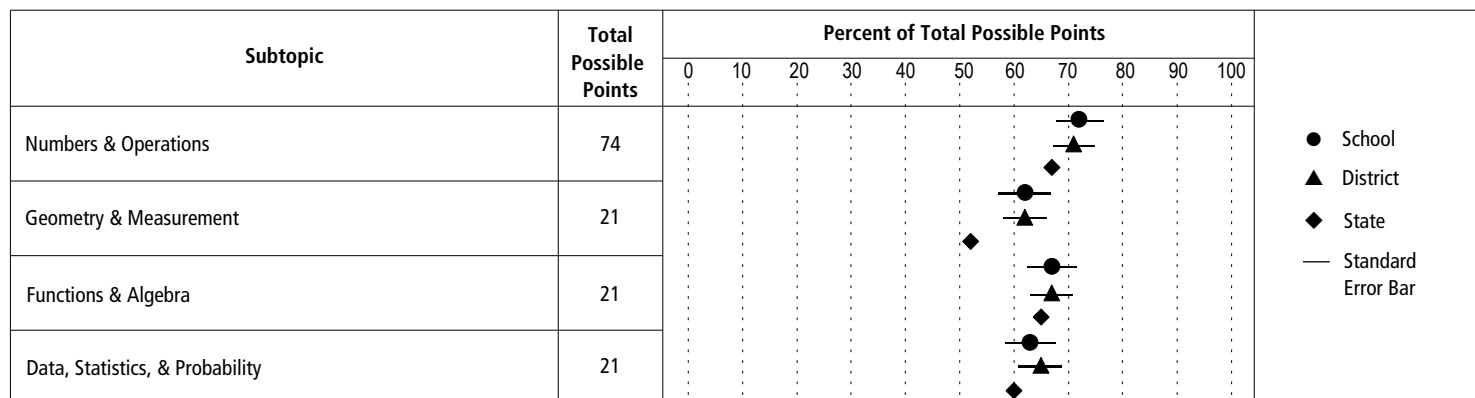
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				82	27	33	33	40	14	17	8	10	347
2010-11				85	20	24	41	48	14	16	10	12	346
2011-12				103	28	27	47	46	18	17	10	10	347
Cumulative Total				270	75	28	121	45	46	17	28	10	347
District													
2009-10				134	34	25	61	46	25	19	14	10	346
2010-11				159	35	22	71	45	34	21	19	12	345
2011-12				145	39	27	67	46	23	16	16	11	347
Cumulative Total				438	108	25	199	45	82	19	49	11	346
State													
2009-10				13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11				13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12				13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total				39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 2 Students in 2010-2011

Disaggregated Mathematics Results

School: Earl C McGraw School
District: RSU 22/MSAD 22
State: Maine
Code: 1216-1559

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				103	28	27	47	46	18	17	10	10	347	145	27	46	16	11	347	13,061	18	46	21	15	343
Gender																									
Male				56	15	27	24	43	9	16	8	14	346	81	27	44	15	14	346	6,751	18	47	21	14	344
Female				47	13	28	23	49	9	19	2	4	349	64	27	48	17	8	347	6,310	17	46	21	16	343
Not Reported				0									0							0					
Race/Ethnicity																									
Hispanic or Latino				3									3							236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native				0									0							108	4	50	28	19	340
Asian				3									4							207	32	38	15	15	346
Black or African American				1									2							397	5	31	24	39	335
Native Hawaiian or Pacific Islander				0									0							15	7	60	20	13	343
White				94	24	26	44	47	17	18	9	10	347	129	27	46	17	10	347	11,948	18	47	21	14	344
Two or more races				2									7							150	13	47	25	16	342
No Race/Ethnicity Reported				0									0							0					
LEP Status																									
Current LEP student				1									1							405	7	28	26	39	336
Former LEP student - monitoring year 1				0									0							14	29	36	21	14	347
Former LEP student - monitoring year 2				0									0							1					
All Other Students				102	28	27	47	46	17	17	10	10	347	144	27	47	15	11	347	12,641	18	47	21	14	344
IEP																									
Students with an IEP				12	2	17	0	0	4	33	6	50	333	21	14	10	29	48	335	1,944	5	26	30	39	335
All Other Students				91	26	29	47	52	14	15	4	4	349	124	29	52	14	5	349	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students				19	3	16	8	42	5	26	3	16	344	35	9	49	20	23	342	6,090	9	42	26	22	340
All Other Students				84	25	30	39	46	13	15	7	8	348	110	33	45	15	7	348	6,971	25	50	17	8	347
Migrant																									
Migrant Students				0									0							8					
All Other Students				103	28	27	47	46	18	17	10	10	347	145	27	46	16	11	347	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services				0									13	15	38	23	23	340	3,047	5	37	32	26	338	
All Other Students				103	28	27	47	46	18	17	10	10	347	132	28	47	15	10	347	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan				4									4							187	16	51	20	13	343
All Other Students				99	28	28	43	43	18	18	10	10	347	141	28	45	16	11	347	12,874	18	46	21	15	344

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.